

Superhero	Related Key Learning
<p><b><u>Retrieving Rita</u></b></p> 	<ul style="list-style-type: none"> <li>• Scanning for key words and text marking to locate key information.</li> <li>• Re-read and reads ahead to locate clues to support understanding.</li> </ul>
<p><b><u>Author's choice</u></b> <b><u>Aubrey</u></b></p> 	<ul style="list-style-type: none"> <li>• Reading books and texts that are structured in different ways for a range of purposes.</li> <li>• Exploring, recognising and using the terms metaphor, simile and imagery.</li> <li>• Explaining the effect on the reader of the authors' choice of language.</li> <li>• Identifying how language, structure and presentation contribute to meaning e.g. formal letter, informal diary, persuasive speech.</li> <li>• Analysing the conventions of different types of writing e.g. the use of first person in autobiographies and diaries.</li> <li>• Discuss and evaluate how authors use language including figurative language considering the impact on the reader.</li> </ul>
<p><b><u>Vocabulary Vera</u></b></p> 	<ul style="list-style-type: none"> <li>• Apply knowledge of prefixes to understand meaning of new words.</li> <li>• Use knowledge of root words to understand meaning of words.</li> <li>• Exploring meaning of words in context.</li> <li>• Read and understand meaning of words in Y5/6 word list.</li> <li>• Use suffixes to understand meanings e.g. -ant, -ance, -ancy</li> </ul>
<p><b><u>Summarising Sid</u></b></p> 	<ul style="list-style-type: none"> <li>• Summarising main ideas drawn from more than one paragraph and identifying key details which support this.</li> </ul>
<p><b><u>Inferring Izzy</u></b></p> 	<ul style="list-style-type: none"> <li>• Inferring characters feelings, thoughts and motives from their actions and Justifying inferences with evidence.</li> <li>• Predicting what might happen from information stated and implied.</li> <li>• Justifying opinions and elaborating by referring to the text (point, evidence and explanation).</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Explaining Eric</b></li> </ul> 	<ul style="list-style-type: none"> <li>• Analysing the conventions of different types of writing e.g. the use of first person in autobiographies and diaries.</li> <li>• Justifying opinions and elaborating by referring to the text (point, evidence and explanation).</li> <li>• Exploring themes within and across texts eg. Loss, heroism, friendship.</li> <li>• Expressing preferences about wider range of books including modern fiction/traditional stories/myths/legends.</li> <li>• Making comparisons within a text eg. Characters' viewpoints of same events.</li> <li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</li> </ul>

- participating in debates on an issue related to reading (fiction or non-fiction).
- -preparing formal presentations individually or in groups.
- -listening to and discussing a range of fiction/poetry/non-fiction which they might not choose to read themselves.
- -preparing poems and playscripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.
- -learning a wider range of poems by heart.
- -using notes to support presentation of information.
- -use punctuation to determine intonation and expression when reading aloud to a range of audiences.
- -recommending books to their peers with reasons for choices.
- -responding to questions generated by a presentation.
- -checking that the book makes sense to them and demonstrating understanding eg. Through discussion, use of reading journals.
- -demonstrating active reading strategies eg. Generating questions to refine thinking, noting thoughts in a reading journal.
- -regularly listening to whole novels read aloud by the teacher from an increasing range of authors.
- -distinguish between statements of fact or opinion within a text.

- -participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously.